



## Long Middle

1010 West Greene Street  
Cheraw, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	595 Students	
<b>Principal</b>	Dannie H. Blair	843-921-1010
<b>Superintendent</b>	Dr. John E. Williams	843-623-2175
<b>Board Chair</b>	Chad Vick	(843)623-6768

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

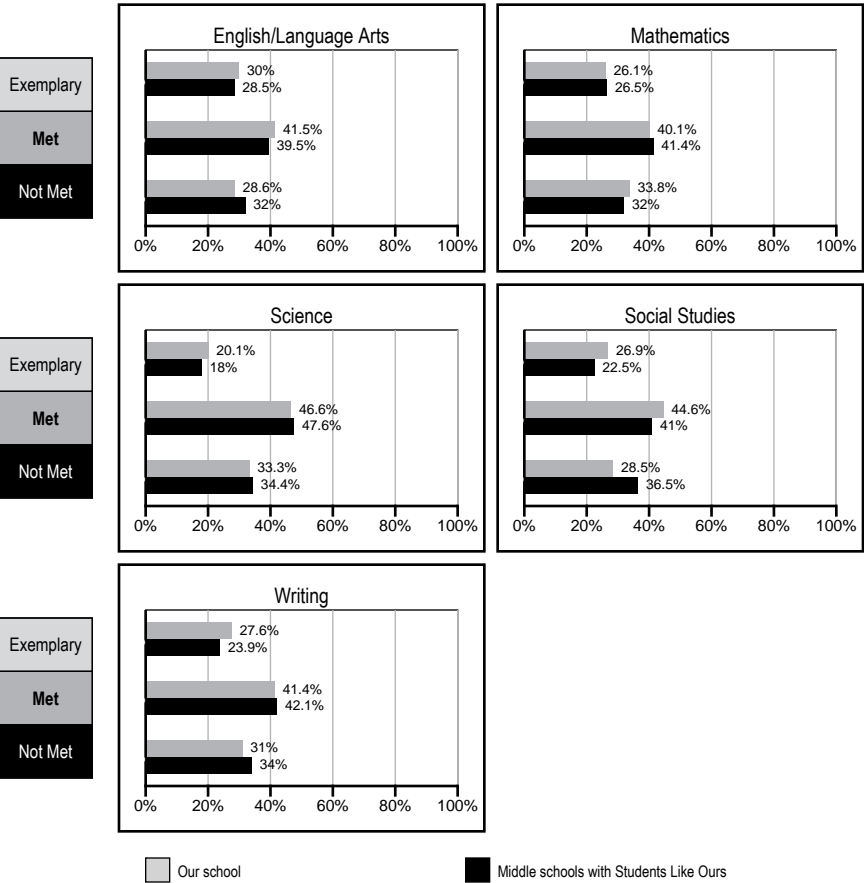
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	44	4	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.6%
English 1	N/A	96.8%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	N/A	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=595)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	19.5%	21.6%
Retention rate	2.2%	Up from 0.5%	1.5%	1.2%
Attendance rate	95.5%	Down from 95.6%	95.7%	95.9%
Eligible for gifted and talented	18.6%	Up from 17.9%	15.7%	14.8%
With disabilities other than speech	12.3%	Down from 13.9%	13.6%	12.6%
Older than usual for grade	1.7%	Up from 1.3%	2.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 5.0%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	56.8%	Up from 53.5%	54.8%	56.9%
Continuing contract teachers	75.0%	Down from 83.7%	75.0%	72.7%
Teachers with emergency or provisional certificates	4.8%	Down from 7.3%	3.8%	5.3%
Teachers returning from previous year	87.8%	Down from 91.5%	83.8%	82.9%
Teacher attendance rate	96.0%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$46,129	Up 4.4%	\$45,893	\$46,599
Professional development days/teacher	6.6 days	Down from 14.5 days	10.2 days	10.8 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	4.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 19.4 to 1	20.5 to 1	20.1 to 1
Prime instructional time	90.6%	Up from 88.8%	89.7%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,868	Up 8.9%	\$7,423	\$7,645
Percent of expenditures for instruction**	69.5%	Down from 70.7%	64.6%	63.4%
Percent of expenditures for teacher salaries**	66.2%	Up from 65.3%	60.0%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Once again, Long Middle School is the recipient of the Palmetto Achievement Challenge Test Silver Award for general academic performance during the 2008-2009 school year. During the year, students participated in many academic and extracurricular activities. Seventeen students were designated Junior Scholars. Twelve students qualified for the State History Day competition, and one group exhibit won a special monetary award, while nine students qualified for the National History Day competition. One student was recognized as the Governor's Citizenship Award winner. During Solo and Ensemble competition, thirty-one students participated in eighteen events. Fourteen received superior and four excellent, and six qualified for All-Region Band. Two students were finalists in the State DHEC "What Green Means to Me" contest. Four students also won second and third place in the Chesterfield SWCD's 2009 Photo & Poster Contest. Two wrestlers placed 1st and 2nd in the State competition, with one being named an All-American in the AAU Wrestling competition. Through our Reading and Math Renaissance programs, each student improved by at least one level, while many showed significant gains.

Parents met the challenge by attending/supporting Family Read Night, National Junior Honor Society and Beta Club Inductions, Math Fair, Science/Social Studies Night, Curriculum Night, etc. Our PTO, business partners, and community leaders continue to support our efforts to close the achievement gap and to make sure that each child's potential is maximized.

One staff member was selected to be a member of the State Single-Gender Advisory Committee. The school received a grant to support the SCEESN (South Carolina Education Environment-based School Network) project for eighth grade students. As a staff, we focused on strategies related to Differentiated Learning, Single Gender, and Data Analysis. The staff held book discussions on Do You Know Enough About Me to Teach Me. We continue to discover and learn new strategies that will enhance classroom efforts with our adolescent students.

We continue to believe that "Educating Everyone Takes Everyone."

Dannie H. Blair, Principal  
Angie Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	48	113	77
Percent satisfied with learning environment	97.9%	71.7%	84.4%
Percent satisfied with social and physical environment	95.8%	73.5%	86.7%
Percent satisfied with school-home relations	89.6%	85.8%	77.9%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	586	99.8	28.6	41.5	30	80.1	80.1	82.8	Yes	Yes
Gender										
Male	297	100	32.9	40.8	26.4	77.1	76.2	79.3	N/A	N/A
Female	289	99.7	24.1	42.2	33.7	83.3	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	281	100	18.3	40.3	41.4	87.1	87.5	89.5	Yes	Yes
African American	288	99.7	40.5	41.6	17.9	72	70	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.6	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	73	100	65.7	27.1	7.1	45.7	54	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	349	99.7	37.4	43.8	18.8	73.5	74.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	586	99.8	33.8	40.1	26.1	76.5	76.6	78.9	Yes	Yes
Gender										
Male	297	100	38.7	37	24.3	72.3	73	77	N/A	N/A
Female	289	99.7	28.7	43.3	28	80.9	80.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	281	100	21.2	43.9	34.9	86.7	85.1	87.2	Yes	Yes
African American	288	99.7	48	35.5	16.5	64.9	65.3	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.3	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	73	100	67.1	27.1	5.7	40	42.3	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	349	99.7	42.6	39.4	17.9	70.3	70.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	386	99.7	33.2	46.7	20.2	66.8	62.9	67.5
Gender								
Male	202	100	36.2	45.2	18.6	63.8	60.7	67
Female	184	99.5	29.8	48.3	21.9	70.2	65.1	68
Racial/Ethnic Group								
White	184	100	23.6	49.5	26.9	76.4	74	79.5
African American	190	99.5	44.8	43.7	11.5	55.2	48.3	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	48.5	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	47	97.9	66.7	28.9	4.4	33.3	32.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	55.6	59.6
Socio-Economic Status								
Subsided meals	227	99.6	40.7	44.8	14.5	59.3	53.9	55.1

Social Studies								
All Students	389	99.5	28.1	44.8	27.1	71.9	67.4	72.3
Gender								
Male	193	99.5	28.7	41.5	29.8	71.3	66	71.5
Female	196	99.5	27.5	48.1	24.3	72.5	68.8	73.2
Racial/Ethnic Group								
White	187	98.9	18.7	47.3	34.1	81.3	75.8	80.7
African American	195	100	38.3	42.6	19.1	61.7	55.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	49	100	48.9	42.6	8.5	51.1	41.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.9	67.9
Socio-Economic Status								
Subsided meals	232	99.1	37.2	44.8	17.9	62.8	59.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	588	99.2	30.6	41.7	27.8	69.4	64.7	70.2	95.5	95.8
Gender										
Male	299	99.7	39.2	39.2	21.5	60.8	55.9	63.2	95.3	95.6
Female	289	98.6	21.6	44.2	34.3	78.4	73.4	77.5	95.7	95.9
Racial/Ethnic Group										
White	281	100	20.8	43.4	35.8	79.2	72.4	79.1	95	95.4
African American	290	98.6	42	39.9	18.1	58	54.2	57.6	96	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	86.2	99.6	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	62.6	96.4	96.3
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.3	96.2
Disability Status										
Disabled	72	100	70.8	23.6	5.6	29.2	21.9	26.1	94	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	62	61.2	97.3	96.8
Socio-Economic Status										
Subsidized meals	344	98.8	39.9	43.2	17	60.1	57.1	58.9	95.1	95.5

Abbreviations for Missing Data



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	210	99.5	27.5	45.9	26.6	72.5
	7	190	100	31.1	38.3	30.6	68.9
	8	186	100	27.2	39.7	33.2	72.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	210	99.5	37.7	41.1	21.3	62.3
	7	190	100	36.6	39.3	24	63.4
	8	186	100	26.6	39.7	33.7	73.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	100	36.5	46.2	17.3	63.5
	7	190	100	29.5	50.8	19.7	70.5
	8	92	98.9	36.7	38.9	24.4	63.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	100	24.3	54.4	21.4	75.7
	7	190	100	36.1	38.8	25.1	63.9
	8	94	97.9	16.5	46.2	37.4	83.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	210	98.6	36.4	35	28.6	63.6
	7	191	99.5	33.3	45.2	21.5	66.7
	8	187	99.5	21.2	45.7	33.2	78.8

Abbreviations for Missing Data

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